

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Chad Scott Bauknecht

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name J.F. Magee Elementary School

(As it should appear in the official records)

School Mailing Address 3502 Glenwood Street

(If address is P.O. Box, also include street address.)

City Two Rivers State WI Zip Code+4 (9 digits total) 54241-1599

County Manitowoc County State School Code Number\* 0110

Telephone 920-793-1118 Fax 920-794-7449

Web site/URL http://www.trschools.k12.wi.us E-mail chad.bauknecht@trschools.k12.wi.us

Facebook Page

https://www.facebook.com/pages/Two-

Rivers-Public-

Twitter Handle Schools/194601570552333 Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\* Ms. Lisa Quistorf

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail:

lisa.quistorf@trschools.k12.wi.us

District Name Two Rivers Public Schools Tel. 920-793-4560

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Robert Bergeon

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 4 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☐ Suburban
  - ☒ Small city or town in a rural area
  - ☐ Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	40	41	81
1	42	38	80
2	30	42	72
3	45	31	76
4	38	40	78
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	195	192	387

5. Racial/ethnic composition of the school:
- 3 % American Indian or Alaska Native
  - 3 % Asian
  - 2 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 89 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 12%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	46
(4) Total number of students in the school as of October 1	387
(5) Total transferred students in row (3) divided by total students in row (4)	0.119
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 1 %  
5 Total number ELL  
 Number of non-English languages represented: 5  
 Specify non-English languages: Chinese, Hmong, Amharic, German
8. Students eligible for free/reduced-priced meals: 42 %  
 Total number students who qualify: 161

#### Information for Public Schools Only - Data Provided by the State

The state has reported that 43 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 22 %  
87 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>61</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: J.F. Magee Elementary School strives to create an academic and socially rich learning environment. With strong parent and community bonds, all students will be successful learners at Magee.

## **PART III – SUMMARY**

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Magee Elementary is one of two elementary schools in the Two Rivers School District. Our school district serves about 1,700 students, 387 of which attend Magee. The City of Two Rivers is nestled on the western shores of Lake Michigan. Neshotah Beach is one of finest beaches on the Lake Michigan shoreline and is the jewel of Two Rivers. Our community has a history of manufacturing, which has taken a hard hit over the last 10 years. As a lakeshore community, a rich tradition of commercial fishing also defines Two Rivers. The population of the community has been in a steady decrease, which, in turn, has caused school enrollment to decrease.

The socioeconomic make up of our community has changed, but our dedication to educating all students has not. Despite the challenges of decreasing funds available for schools, Magee has a history of high academic achievement. All staff within the Magee community have a strong belief that each student is a valuable member of the school; staff work hard to make sure students succeed both academically and socially. Looking at the last three years of School Report Cards, Magee has consistently received an “Exceeds Expectations” rating along with an increase in overall accountability score each year.

Student demographics of Magee have changed over the last 10 years. Although the percent of students receiving free or reduced price lunch is nearly 50%, expectations for student learning have not wavered.

We have devoted considerable efforts to maintaining a safe and trusting learning environment. Every employee of Two Rivers Public Schools is A.L.I.C.E trained. A.L.I.C.E is a nationally-recognized school safety program. Our students participate in building-wide training exercises, similar to those used for fire and severe weather events.

The foundations of reading are strong in Two Rivers with a ninety minute daily literacy block. A balanced literacy approach is used in reading instruction. Each student attends a summer reading assessment before school starts in fall to gain a starting point for each child’s reading instruction. This assessment also gives one-on-one time for each student with his/her teacher. Our reading program is supported by Title I services for struggling readers. A building-wide expectation of reading at least 20 minutes per day is part of the school’s culture. Professional development takes places annually; reviewing literacy instruction practices ensures the reading continuum is being followed. An annual week-long reading celebration is a chance for students to invite in guest readers and showcase their reading skills. Along with a rigorous math curriculum, students work toward the mastery of math facts. Each grade level assesses and celebrates mastery of the facts.

The J.F. Magee Elementary staff has worked diligently to align instruction to the Common Core State Standards (CCSS). Each summer, a team of teachers and administrators participates in a three day data retreat. This workshop is a time to analyze and align district assessment data while focusing on classroom instructional needs. The data retreat has evolved to include grade and content level curriculum writing time, which, in turn, drives daily classroom instruction.

A strong Parent Teacher Organization supports the students and staff of Magee. A focus on healthy active lifestyles has helped Magee gain the title as a Play 360 school. This program is run in conjunction with the NFL and supports healthy and active programs within schools. Healthy eating choices are a focal point this school year with a visit monthly from the Healthy Food Train. This PTO-sponsored program introduces healthy fruits and vegetables each month with samples given out at lunch. Each Friday, every student is also provided with a healthy morning snack, usually consisting of fruits and vegetables.

Our students participate in numerous celebrations each school year. Veterans' Day is a chance for us to honor and recognize veterans from our community. Each year, 50 or more veterans attend our celebration. Grandparents' Day brings out about 500 family members to spend time with their special child at school. Weekly students’ names are drawn for bucket filler award winners. These are awards for students who display appropriate and kind behaviors during the school week. Each academic quarter we celebrate our

students' academic achievements. A math wall of fame displays our math achievements for all who pass through the school to see.

A vital part of our success is the strong collaboration between staff members. Grade level teams meet weekly to discuss students who need support and to continually improve professional practices. Through this collaborative approach, interventions for struggling students can be addressed along with services for students who have mastered skills.

Numerous volunteers support our school, who can be seen daily throughout the building. The Two Rivers Lioness Club members spend countless hours supporting classrooms by helping with one-on-one reading and math opportunities. Our parent teacher organization also supports education, with each classroom having a room parent. Room parents help organize classroom celebrations and chaperone field trips.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Two Rivers Public School District has adopted the Common Core State Standards as a framework for curriculum in our district. All elementary staff members participate in summer curriculum workshops where grade level teams can refine and collaborate on content curriculum. Our children need the skills to become quality, independent, and collaborative members of society. Teaching our students to be 21st Century thinkers is at the heart of our instruction.

The Magee staff strongly believes in the importance of the fundamentals of reading in order to build a solid foundation for future learning. Each grade level has incorporated a ninety-minute literacy block. In addition, teachers utilize a sixty-minute writing block within the classroom. Components of our balanced literacy framework are developed around the Daily Five framework. Daily Five is a management tool used for reading instruction, giving students choices and buy-in on their learning. Teachers are also able to maximize instructional time by implementing small group instruction, which, in turn, creates a greater focus on individual student needs. The Fountas and Pinnell Benchmark assessment systems are included as part of the balanced literacy framework. This system gives accurate and reliable assessment data to the teacher to customize reading instruction. A culture of nightly reading is embraced building-wide with an expectation of at least twenty minutes of reading for every student at Magee.

Writing instruction in the classroom has evolved in recent years to include the writer's workshop model along with a focus of applying writing across content areas. Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing in grades kindergarten through fifth grade have been adopted as a framework for writing instruction.

The Common Core State Standards in Mathematics have driven the district's blueprint for math instruction. Daily classroom instruction is driven by the Math Expressions series published by Houghton Mifflin Harcourt. In our second year of implementation, we have already witnessed growth in student math achievement scores. A number of years ago, the elementary math team implemented a basic math facts initiative. At the start of the school year and at the conclusion of each quarter, teachers administer a basic math facts timed and application test in each of the four math operations. Students are expected to practice math facts for a minimum of ten minutes each night.

With the main emphasis on foundational reading and math skills at the elementary level, each grade level team has worked to integrate reading into each of the core subject areas. As students learn and practice science and social studies concepts, they also work to develop and incorporate the skills discussed during their reading and writing instruction. Science instruction is based on the Next Generation Science Standards, while social studies instruction follows the Wisconsin Model Academic Standards. An interdisciplinary approach is used to provide students a wider view of the world.

### **2. Other Curriculum Areas:**

Our music program at Magee Elementary supports students' acquisition of essential skills and knowledge in many ways. Our program is designed so that every child in our school, kindergarten through fourth grade, receives two thirty-minute sessions of music per week. The music program is a music literacy program which focuses on reading, writing, playing, and creating music. The education of our students is done in a scaffold approach to help create life-long musicians. Through musical skills taught in the music room, the classroom skills of reading, writing, math, social studies, science, physical education, and art are also supported and intertwined in many ways. As the students of this school reach the fourth grade, they begin to branch their musical reading, writing, and creativity skills to playing the recorder which prepares them for middle school music in our middle school band. This experience is one they all enjoy; it is a culmination of all their previous skills learned in the elementary music classroom and prepares them for what is beyond. Likewise, at Magee, a choral opportunity is available as an extra-curricular music activity. This experience is available to all third and fourth grade students. This chorus is very popular at Magee, and every year the group grows. Through experiences with this specialized group, the skills of creating quality unison and two-

part choral music are honed while exploring a variety of choral literature. The choral experience provided at this school helps enrich and expand the students' choral experiences while better preparing those who participate in middle school choirs.

The art program at Magee Elementary offers every student the chance to discover and express their talents and abilities. The environment is low-key, yet invigorating! An abundance of creative choices which recognize a variety of learning styles are offered. Art provides cross-curricular opportunities; art creations include enrichment of the sciences, literacy, math, and history. The curriculum is Disciplined Based Art (DBA) including the four components of art history, art production, art appreciation, and art analysis. Students are exposed to art of the past, recognizing past pieces and discovering how they can relate to their current work. Students are taught art appreciation, using art vocabulary when analyzing their work and the work of others, often communicating their thoughts and written words in conjunction with the finished art piece. Through art production, students are able to problem solve the process while collaborating with the teacher or small groups. This exposes them to a higher order of thinking and learning, instilling the message that creativity is allowing room to make mistakes. Students participate in one hour of art instruction each week.

Our physical education classes are based on a model of lifelong physical fitness and stress the importance of team play. Healthy eating and exercise habits are emphasized within the phy ed setting. Students participate in two 30-minute phy ed classes within the building and one 30-minute outdoor organized activity weekly. Each month, the Rainbow Train visits at lunch time. This is an opportunity for students to try new fruits and vegetables and to reinforce healthy eating habits discussed in the phy ed classes.

During computer classes, students will develop basic computer technology skills, knowledge, and competencies that will enhance opportunities for learning in all areas of the classroom curriculum and to achieve technology readiness for our students as they progress to middle school and future learning. Using the ISTE.nets technology standards to drive curriculum writing, students create innovative projects, explore virtual field trips, and utilize models and simulations to write algorithms for computer programming through coding. Classrooms are supported with interactive boards, document cameras, mobile net book carts, and a wide variety of online software.

### **3. Instructional Methods and Interventions:**

The Magee staff takes pride in the selection and implementation of a wide variety of instructional practices. Small and whole group instruction is utilized in an effort to reach every student. Flexible groups based on interest or ability levels give all students the opportunity to reach their full potential. For example, during reading block, some students may be working in a small group on basic reading skills while others are engaged in high interest texts. The implementation of the Daily Five affords teachers the time necessary to reach all learners. Collaboration with Title I reading and special education staff provide additional resources and support to struggling learners.

Magee utilizes the Response to Intervention framework in an effort to provide struggling learners with additional instructional time. With this framework, advanced learners are provided a wide variety of opportunities such as reader's theatre, math application games, online resources and tutoring opportunities. Struggling learners are supported with various supplemental literacy programs such as: Soar to Success, Leveled Literacy Intervention, and RAZ Kids. A minimum of three times a week for thirty minutes, students receive intervention and enrichment instruction.

Progress monitoring takes place on a regular ongoing basis and helps guide classroom instruction. Classroom teachers record and collaborate on student data and use grade level team meeting time to formulate and discuss instructional groups.

With an emphasis on the success of each student, all staff members are accountable for meeting their needs. Nursing staff, Title I, English Language Learner teachers, special education staff, Speech and Language support, school guidance counselor, police liaison officer and school psychologist all play a significant role in educating all our students.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Magee Elementary, along with all public schools in Wisconsin, utilized the Wisconsin Knowledge and Concepts Exam (WKCE) as a statewide exam up to and including the 2013-2014 school year. Over the past five years, 100 percent of Magee third and fourth grade students have participated in the exam.

Magee Elementary has consistently outperformed the state average on the statewide assessment. In 2013-2014, the percentage of proficient and advanced students in mathematics was 68.1%; this is 19.5% above the state average of 48.6%. In the same year the percentage of proficient and advanced students in reading was 47.5%; this is 10.9% above the state average of 36.6%.

An area of particular pride is the section of the state report card that identifies gap closing for economically disadvantaged and students with disabilities. Magee's score of 77.0 outperformed the state average of 66.9 by 10.1 points on the 2013-2014 report card. A combination of strong universal curriculum along with targeted interventions for struggling learners has yielded positive results.

The 2013-2014 school year was the first year of full implementation of a consistent math series across the kindergarten to 4th grade continuum. Test results for the area of math saw an increase which we attribute to the alignment of materials to the state standards.

Our reading scores have remained positively steady, with a daily focus on our 90-minute reading block. The non-negotiable approach to reading has continued to result in positive test results.

The Wisconsin DPI has provided statewide public feedback in the form of school report cards. This public document is used statewide to gauge and compare school success. This document consists of 4 priority areas that total up to a score of 100. The areas include: student achievement, student growth, closing gaps and on-track and post secondary readiness. We are proud to outperform the state average in 3 of the 4 priority areas. Magee Elementary performed quite well in the closing gaps and student achievement areas, outscoring the schools with similar grades in the state by 11.1 and 10.8 points respectively.

In the three years the state of Wisconsin has issued School Report Cards, Magee Elementary has been ranked as "Exceeds Expectations" all 3 years, something we are very proud of.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

As previously mentioned, our district implemented a summer data retreat 15 years ago. Each school provides a team of administrators, teachers and support staff for a three day workshop. During this time, both local and statewide assessment results are analyzed. The results from the Wisconsin Knowledge and Concepts Examination (WKCE), Northwest Evaluation Association-Measures of Academic Progress (NWEA-MAP) and Phonological Awareness Literacy Screenings (PALS), along with local assessments, are analyzed for trends and patterns in student achievement.

Student reading progress is also assessed formally three times per school year with the Fountas and Pinnell benchmark assessment kit. These benchmarks are used to guide reading instruction as well as show student growth. A local formal writing assessment is administered three times a year. This writing assessment, On Demand, is administered to cover opinion, informative and narrative forms of writing which are aligned to the CCSS.

In the spring of each school year, the current classroom teacher fills out transition tips for their students and shares these with next year's teacher. These tips help students and teachers get off to a great start the following school year. Tips include: interventions used, enrichment activities, behavior and social issues that have been addressed and any other pertinent information. These transition tips are reviewed by next year's teacher prior to the start of the school year.

Parent teacher conference time is utilized to share assessment data with families. WKCE results, quarterly math facts assessments, on demand writing, and classroom performance are all conversation topics for conferences. Each grade has a grade level expectation brochure that clearly defines the benchmarks to be attained each academic year. These brochures are shared at the back to school open house and referenced during conferences. Having a clear plan to meet these benchmarks makes each staff member and families responsible for their student's learning.

## Part VI School Support

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### 1. School Climate/Culture

The environment of Magee Elementary not only encompasses rigorous academic standards, but also a culture of respect and responsibility for both students and staff. Academics are rewarded with grade level awards given quarterly by the principal and teachers in an effort to publicly acknowledge student success. The math wall of fame is a prominent fixture in the main hallway of school. As students demonstrate mastery in the basic math facts operations, their name is proudly displayed on the wall of fame. Based on the book, "How Full is Your Bucket", positive behavior choices are celebrated weekly with bucket filling slips. Students play an important role each day as our 4th graders do the morning announcements and Pledge of Allegiance. Each spring, students participate in a week long reading celebration week, inviting family members in to be "guest readers."

Staff members celebrate and recognize the accomplishments of each other through a variety of social events. A building wide committee recognizes personal milestones and celebrates personal achievements.

Our PTO supports both students and staff in many ways. Teacher Appreciation Week is a week-long celebration of the relationships at Magee, often times having students participate in these celebrations. Our fourth graders are sent off to the middle school with a farewell ceremony each spring. This day-long celebration is a chance to reflect back and look forward to the next chapter in their school career.

The school's Student Council consists of a representative from each classroom (grades 1-4) and helps maintain the school's rich history. These students help to plan and coordinate many events held throughout the school year. One of the events that are sponsored is our School Spirit Week in which students participate in themed dress-up days.

### 2. Engaging Families and Community

Students and staff of Magee embrace our community and work hard to make connections with families and citizens. Our student council builds character by helping others. Food drives take place throughout the year to support the local food pantry. Our monthly character trait is reinforced through student council activities such as building our random act of kindness chain. This paper chain consists of links, each link is an act of kindness that a student or staff member observed. The month of March is a time for our building-wide reading celebration with over 400 family members coming in as guest readers. Our local police and fire department help out this week by picking up students each morning to participate in a special breakfast at school which is prepared by staff. Each May, we honor the officers of the Two Rivers Police Department with an Honor Guard presentation at school.

A long-standing tradition at Magee is honoring our veterans. Each year on Veterans' Day we welcome veterans with children, grandchildren or family friends at Magee. Over 50 veterans fill our gym as the students honor them with patriotic music they learned in music class. In May, over 500 grandparents joined us for a lunch to celebrate grandparents. The interaction between generations is timeless.

Our Parent Teacher Organization supports the school with monthly evening events. Bingo nights, movie nights, a sock hop, kite flying event and an evening at the YMCA are a few examples of their support.

Our local Lioness Club members are active daily in our school. These volunteers help in classrooms by reading one on one with students and enhancing the classroom experience.

We continue to expand communication with our families. Weekly school-wide newsletters, along with classroom specific newsletters, keep our families informed. Our district website and Facebook page are also great resources for school information.

### **3. Professional Development**

Our professional development plan for the school year focuses both on the content needs of our students along with supporting best practices of instruction. With literacy being an important stepping stone for elementary learners, all elementary staff meet twice a year with a district literacy coach. Best practices of instruction, along with student progress monitoring, are covered. The literacy coach works to make sure instruction is aligned to grade specific standards and to create a continuum across grade bands.

New staff members participate in monthly mentor-mentee meetings. These meetings are facilitated by administrators from the district and focus on the six teacher standards of the teacher evaluation system.

At our summer data retreats, building goals are created which are reinforced at weekly grade level meetings. Staff development is based around these goals. For example, the use of The Daily Five, a framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently, is a focus for this year's staff development. This framework is used building wide to help facilitate high-quality reading instruction.

Data monitoring is also key to making sure staff are heading in a positive direction with classroom instruction. Each staff member regularly completes a progress monitoring sheet which tracks individual data for each of their students. These progress monitoring sheets are a tool to look at student achievement and compare that data to grade level benchmarks.

### **4. School Leadership**

The building principal is a visible and active part of the success of Magee Elementary. Making sure each student and staff member gets what they need to do the best job they can is the main goal of the principal. This can be accomplished by supporting a teacher through professional development or helping out in the classroom with students needing more attention.

A culture of trust and ownership are the two main foundations of leading at Magee. Professional development for staff and resources are based on making each classroom the best it can be. In a time of tight resources, supporting professional development opportunities continues to be a priority for our staff.

With a veteran staff, a sense of building-wide ownership and the role of staff leaders are an important part of making Magee effective. Staff regularly present at staff in-services, sharing professional development opportunities they have had. A collaborative approach with our district's other elementary school, Koenig Elementary, has given us the opportunity to share across buildings and work as an elementary team for the success of our community. Grade level teams meet weekly to discuss and collaborate on student concerns. The use of a building wide consultation team supports classroom teachers and administration in meeting student needs.

The practice of an open door policy supports the relationship between staff and administration. Working collaboratively to problem-solve in the best interest of each child helps students and staff reach their fullest potential.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>WSAS</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient and above	69	64	54	63	54
Advanced	11	12	7	14	6
Number of students tested	70	72	57	49	63
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	70	58	46	71	48
Advanced	5	4	8	18	5
Number of students tested	20	24	24	17	21
<b>2. Students receiving Special Education</b>					
Proficient and above	75	57	44	50	22
Advanced	38	29	0	0	0
Number of students tested	8	7	9	4	9
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	72	63	56	64	55
Advanced	11	12	6	13	6
Number of students tested	61	67	50	47	62
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**



**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>WSAS</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient and above	68	44	57	52	63
Advanced	10	7	14	6	11
Number of students tested	71	59	51	66	63
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	58	41	56	43	38
Advanced	8	7	12	7	12
Number of students tested	24	27	16	28	16
<b>2. Students receiving Special Education</b>					
Proficient and above	71	33	25	25	40
Advanced	0	0	0	8	0
Number of students tested	7	6	4	12	5
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	68	44	57	50	65
Advanced	9	6	14	6	10
Number of students tested	65	52	49	62	60
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>WSAS</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient and above	53	47	40	53	37
Advanced	11	15	9	6	5
Number of students tested	70	72	57	49	63
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	40	33	33	41	24
Advanced	10	17	4	6	5
Number of students tested	20	24	24	17	21
<b>2. Students receiving Special Education</b>					
Proficient and above	50	43	33	0	22
Advanced	25	0	11	0	0
Number of students tested	8	7	9	4	9
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	52	49	42	53	37
Advanced	10	15	10	4	5
Number of students tested	61	67	50	47	62
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>WSAS</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient and above	42	44	53	35	56
Advanced	14	10	6	9	2
Number of students tested	71	59	51	66	63
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	46	33	50	25	31
Advanced	8	7	6	7	0
Number of students tested	24	27	16	28	16
<b>2. Students receiving Special Education</b>					
Proficient and above	29	50	0	8	20
Advanced	0	0	0	0	0
Number of students tested	7	6	4	12	5
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	42	42	53	34	57
Advanced	15	12	4	10	2
Number of students tested	65	52	49	62	60
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**